



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7634 W Camelback Rd, Glendale, AZ 85303

Camelback Education, Inc

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing
2003-04	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Karen Kordon  
 Schedule : 07:30 AM to 03:30 PM  
 Grades : K-6  
 Web Address : [www.camelbackacademy.com](http://www.camelbackacademy.com)  
 Phone Number : (623) 247-2204  
 Fax Number : (623) 247-1113  
 E-mail : [kkordon@camelbackacademy.com](mailto:kkordon@camelbackacademy.com)

### Mission

Camelback Academy's mission is to guide students in the development of their character and academic potential through a small classroom, family oriented environment with an emphasis on high moral values and back to basic academic standards.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To improve student academic performance through a rigorous, traditional approach across the curriculum. Technological proficiency will be increased through a Computer Lab. Teacher-sponsored extracurricular programs to promote social/physical skills.
- ü Improve evaluation and assessment of student progress through diverse assessment methodology, including Dibles Assessment for Language Arts, self-evaluation/reflection, performance evaluation, and student portfolios.
- ü To increase student's reading proficiency by the third grade through RTI, Spalding Phonics Instruction and Dibles Assessment.
- ü Improve academic achievement of the English Language Learner. To move the student to English proficiency by the end of student's third year in our program.

### Enrollment

October 1, 2005 School Year Student Enrollment : 337  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 209

## Instructional Programs

- ü Regular Education Core Instruction
- ü Spalding Phonics Instruction
- ü Tech-based Supplemental Instruction
- ü On-Site Special Education
- ü ELL

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

Meet the needs of the diverse student; provide instruction that meets state standards; multi-modality assessments; consistently communicate student progress; communicate and model character education; school wide student code of conduct allowing for appropriate consequences; provide safe environment; encourage lifelong learner philosophy.

### Parents

Parents provide proper life sustenance; show interest in child's education; instill responsibility; communicate with staff; positive attitudes concerning education; facilitate consistent attendance; abide by school rules and expectations; model good character.

## Transportation Policy

Transportation is provided by the parent, guardian, or designated adult.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Staff Character Counts Awards/Site Recognition	2004
ü Staff Character Counts Awards/Site Recognition	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	46	80010	100	100	99	419	419	447	22	22	10	26	26	18	50	50	53	2	2	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	23	38935	100	100	99	407	407	447	30	30	9	30	30	19	35	35	55	4	4	17
Male	23	23	40974	100	100	98	431	431	448	13	13	11	22	22	18	65	65	52	NA	NA	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	24	24	34545	100	100	99	425	425	432	13	13	14	25	25	24	63	63	53	NA	NA	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	16	16	35142	100	100	99	426	426	465	19	19	5	25	25	11	50	50	56	6	6	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	41	41	69849	100	100	100	422	422	451	17	17	7	27	27	17	54	54	56	2	2	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	33	33	39029	100	100	98	414	414	432	24	24	14	27	27	25	48	48	52	NA	NA	9
Non-Economically Disadvantaged	13	13	40981	100	100	100	433	433	462	15	15	6	23	23	13	54	54	54	8	8	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	44	44	79438	98	98	98	429	429	451	11	11	9	32	32	24	57	57	56	NA	NA	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	21	38775	95	95	99	417	417	457	14	14	7	38	38	22	48	48	58	NA	NA	13
Male	23	23	40560	100	100	97	440	440	446	9	9	12	26	26	25	65	65	54	NA	NA	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	24	24	34297	100	100	98	431	431	434	17	17	14	21	21	31	63	63	50	NA	NA	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	15	15	34887	94	94	98	434	434	471	7	7	4	33	33	15	60	60	63	NA	NA	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	41	41	69850	100	100	100	430	430	456	12	12	7	29	29	23	59	59	59	NA	NA	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	33	33	38685	100	100	97	424	424	435	15	15	14	33	33	32	52	52	50	NA	NA	5
Non-Economically Disadvantaged	11	11	40753	92	92	99	443	443	467	NA	NA	5	27	27	16	73	73	62	NA	NA	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	45	79971	100	100	99	399	399	423	9	9	8	64	64	41	27	27	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	22	38974	100	100	99	388	388	437	14	14	5	50	50	33	36	36	57	NA	NA	4
Male	23	23	40895	100	100	98	410	410	410	4	4	10	78	78	47	17	17	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	23	23	34481	100	100	99	414	414	410	9	9	10	57	57	46	35	35	43	NA	NA	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	16	16	35150	100	100	99	404	404	437	NA	NA	5	81	81	35	19	19	56	NA	NA	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	40	40	69713	100	100	100	403	403	429	8	8	5	65	65	39	28	28	52	NA	NA	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	32	32	38994	97	97	98	395	395	409	9	9	10	69	69	47	22	22	41	NA	NA	1
Non-Economically Disadvantaged	13	13	40977	100	100	100	409	409	437	8	8	5	54	54	34	38	38	56	NA	NA	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	80147	95	95	99	470	470	482	10	10	11	24	24	17	56	56	49	10	10	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	39281	94	94	99	457	457	483	12	12	9	24	24	17	65	65	50	NA	NA	24
Male	24	24	40780	96	96	98	479	479	482	8	8	12	25	25	17	50	50	48	17	17	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	12	12	33494	92	92	99	448	448	466	33	33	15	17	17	23	42	42	49	8	8	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	22	22	36122	100	100	99	476	476	501	NA	NA	5	27	27	10	64	64	50	9	9	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	37	37	69852	95	95	100	473	473	488	11	11	7	19	19	16	59	59	51	11	11	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	18	18	38371	100	100	97	455	455	465	22	22	15	22	22	23	50	50	49	6	6	13
Non-Economically Disadvantaged	23	23	41776	92	92	100	481	481	498	NA	NA	6	26	26	11	61	61	49	13	13	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	79686	95	95	98	462	462	470	5	5	11	37	37	24	51	51	57	7	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	39163	94	94	99	460	460	475	6	6	9	29	29	22	65	65	60	NA	NA	10
Male	24	24	40438	96	96	97	463	463	465	4	4	13	42	42	25	42	42	54	13	13	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	12	12	33299	92	92	98	440	440	452	8	8	17	50	50	32	42	42	47	NA	NA	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	22	22	35914	100	100	98	467	467	489	5	5	5	27	27	15	64	64	67	5	5	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	37	37	69878	95	95	100	464	464	475	3	3	8	35	35	23	54	54	61	8	8	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	18	18	38095	100	100	97	451	451	452	6	6	17	50	50	32	39	39	48	6	6	3
Non-Economically Disadvantaged	23	23	41591	92	92	99	469	469	486	4	4	6	26	26	16	61	61	65	9	9	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	80372	95	95	99	468	468	475	2	2	4	32	32	30	63	63	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	39452	94	94	99	467	467	488	NA	NA	3	41	41	22	53	53	72	6	6	3
Male	24	24	40836	96	96	98	469	469	464	4	4	6	25	25	37	71	71	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	12	12	33608	92	92	99	463	463	462	8	8	6	17	17	36	75	75	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	22	22	36213	100	100	99	467	467	489	NA	NA	2	36	36	22	64	64	72	NA	NA	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	37	37	69846	95	95	100	473	473	482	3	3	3	27	27	26	68	68	69	3	3	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	18	18	38521	100	100	98	456	456	461	6	6	6	44	44	38	44	44	55	6	6	1
Non-Economically Disadvantaged	23	23	41851	92	92	100	477	477	489	NA	NA	3	22	22	22	78	78	72	NA	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	22	79306	92	92	99	497	497	504	5	5	13	27	27	20	59	59	49	9	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	13	38845	100	100	99	494	494	505	NA	NA	11	38	38	20	54	54	50	8	8	18
Male	NC	NC	40383	NC	NC	98	NC	NC	504	NC	NC	14	NC	NC	19	NC	NC	47	NC	NC	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	NC	NC	36234	NC	NC	99	NC	NC	523	NC	NC	6	NC	NC	13	NC	NC	52	NC	NC	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	19	19	69020	90	90	100	498	498	510	5	5	9	21	21	18	68	68	52	5	5	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	15	15	37437	94	94	97	496	496	486	7	7	19	27	27	26	60	60	46	7	7	9
Non-Economically Disadvantaged	NC	NC	41869	NC	NC	100	NC	NC	521	NC	NC	7	NC	NC	14	NC	NC	51	NC	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	22	79000	92	92	98	493	493	489	9	9	10	23	23	24	59	59	58	9	9	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	13	38774	100	100	99	499	499	494	NA	NA	7	38	38	22	46	46	61	15	15	10
Male	NC	NC	40150	NC	NC	98	NC	NC	485	NC	NC	12	NC	NC	25	NC	NC	55	NC	NC	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	NC	NC	36135	NC	NC	98	NC	NC	508	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	19	19	69009	90	90	100	497	497	495	5	5	6	21	21	22	63	63	62	11	11	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	15	15	37234	94	94	97	477	477	472	13	13	15	27	27	33	60	60	50	NA	NA	3
Non-Economically Disadvantaged	NC	NC	41766	NC	NC	99	NC	NC	505	NC	NC	5	NC	NC	16	NC	NC	65	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	22	79611	92	92	99	495	495	496	5	5	7	32	32	37	64	64	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	13	39016	100	100	99	507	507	511	NA	NA	4	31	31	29	69	69	66	NA	NA	1
Male	NC	NC	40519	NC	NC	98	NC	NC	482	NC	NC	10	NC	NC	44	NC	NC	46	NC	NC	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	NC	NC	36380	NC	NC	99	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	19	19	68947	90	90	100	507	507	504	NA	NA	4	26	26	34	74	74	61	NA	NA	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	15	15	37626	94	94	98	493	493	479	7	7	10	27	27	45	67	67	45	NA	NA	0
Non-Economically Disadvantaged	NC	NC	41985	NC	NC	100	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	27	79327	96	96	98	502	502	518	26	26	19	22	22	20	41	41	46	11	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	12	38961	92	92	98	503	503	520	25	25	16	17	17	20	50	50	48	8	8	16
Male	15	15	40295	100	100	97	501	501	516	27	27	21	27	27	19	33	33	44	13	13	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	14	14	36373	100	100	98	514	514	538	21	21	10	21	21	14	36	36	52	21	21	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	23	23	70006	96	96	100	510	510	524	17	17	14	22	22	19	48	48	49	13	13	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	17	17	37097	94	94	97	512	512	498	24	24	27	12	12	25	47	47	41	18	18	7
Non-Economically Disadvantaged	10	10	42230	100	100	99	NA	NA	535	NA	NA	11	NA	NA	15	NA	NA	50	NA	NA	24

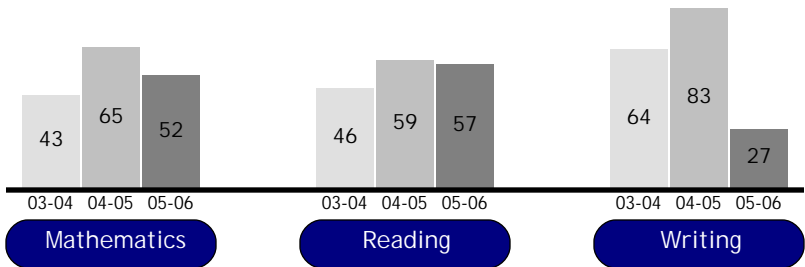
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	27	79501	96	96	98	483	483	497	19	19	10	26	26	25	56	56	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	12	39062	92	92	99	493	493	502	8	8	8	25	25	23	67	67	64	NA	NA	5
Male	15	15	40368	100	100	98	475	475	491	27	27	13	27	27	27	47	47	57	NA	NA	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	14	14	36446	100	100	99	499	499	516	14	14	4	14	14	15	71	71	73	NA	NA	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	23	23	70090	96	96	100	490	490	502	13	13	7	22	22	24	65	65	65	NA	NA	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	17	17	37183	94	94	97	493	493	479	18	18	16	24	24	34	59	59	49	NA	NA	1
Non-Economically Disadvantaged	10	10	42318	100	100	99	NA	NA	513	NA	NA	5	NA	NA	17	NA	NA	70	NA	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	27	80000	96	96	99	562	562	564	NA	NA	3	11	11	11	85	85	75	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	12	39288	92	92	99	577	577	579	NA	NA	2	NA	NA	6	92	92	77	8	8	16
Male	15	15	40644	100	100	98	549	549	549	NA	NA	4	20	20	15	80	80	74	NA	NA	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	14	14	36602	100	100	99	570	570	579	NA	NA	2	7	7	7	86	86	75	7	7	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	23	23	70081	96	96	100	566	566	571	NA	NA	2	9	9	7	87	87	79	4	4	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	17	17	37534	94	94	98	566	566	547	NA	NA	4	18	18	15	76	76	76	6	6	5
Non-Economically Disadvantaged	10	10	42466	100	100	100	NA	NA	578	NA	NA	2	NA	NA	7	NA	NA	75	NA	NA	16

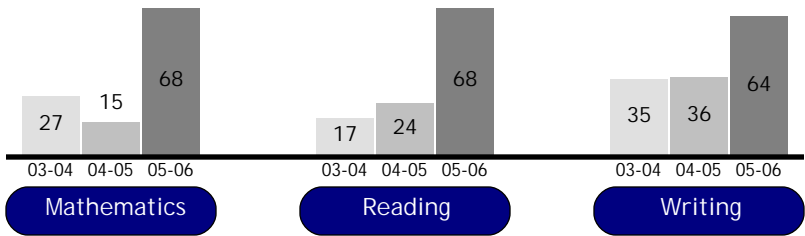
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	50	NA	58	97	34	34	47	100	30	30	46
	Language	95	36	36	50	97	35	35	47	100	39	39	48
	Mathematics	95	41	41	64	95	33	33	50	100	34	34	52
3	Reading	94	37	NA	55	95	41	41	44	98	32	32	46
	Language	89	61	61	61	95	37	37	44	100	34	34	46
	Mathematics	89	44	44	61	95	35	35	51	100	39	39	52
4	Reading	92	34	NA	56	100	39	39	48	95	44	44	52
	Language	96	25	25	52	100	38	38	49	95	43	43	52
	Mathematics	92	35	35	61	100	40	40	53	95	48	48	58
5	Reading	95	33	NA	55	96	34	34	50	92	44	44	56
	Language	100	39	39	49	96	33	33	50	92	44	44	54
	Mathematics	100	47	47	63	96	19	19	49	92	46	46	52
6	Reading	--	--	--	56	93	37	37	51	96	44	44	56
	Language	--	--	--	48	93	35	35	47	96	37	37	50
	Mathematics	--	--	--	66	93	35	35	52	96	46	46	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

## Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	17.00
Other Professional Staff	1.00	Teacher Aide	3.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	6	1	0	0
7 to 9 years	0	0	0	0
10 or more years	1	2	1	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	17
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	25%
Percent of core classes not taught by Highly Qualified Teachers	11%

## Resources Available at School Site

## Special Facilities

Ü Gymnasium	Ü Resource Room
Ü Cafeteria	Ü Music Room

## Extracurricular Activities

- Ü SHAPE Enrichment
- Ü Student Council
- Ü After school clubs
- Ü After school club sports

## Social Services

- Ü National Character Counts Alliance
- Ü Community Guest Speakers
- Ü Parent/Teacher Association
- Ü Parent Involvement Network

ü Adequate Yearly Progress in AIMS and Terra Nova Assessment.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	89	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Safe Schools Action Plan: A guide for school, parents, & community dealing with critical situations. Information, strategies, and procedures are provided on emergency response teams, accidents off campus, all situations on or off campus, emergency numbers. An emergency preparedness plan for crisis prevention/intervention actively implemented.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Karen Kordon	(623) 247-2204
Community Resources	Karen Kordon	(623) 247-2204
School Nutrition Programs	Joy Peralez	(623) 247-2204
Parent Organization	Kimberly Windish	(623) 247-2204
Student Health/Nurse	Veronica Barrow	(623) 247-2204

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

**DEFINITIONS:**

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

**Title I School Improvement Year 1**

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

**Title I School Improvement Year 2**

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

**Title I School Improvement Year 3 or Corrective Action**

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

**Title I School Improvement Year 4 or Restructuring (Planning Phase)**

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

**Title I School Improvement Year 5 or Restructuring (Implementation Phase)**

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.